

Target

Term 3

Agahi school

Math

Class - 3

Week:-1

Day:-1

Topic:-

Div

remainder.

# Original Target

different  
disc.

Explain

examples and

C.W:- First 6 questions from P # 39 Ex # 1 (in copies)

H.W:- Remaining 6 questions from Ex # 1 P # 39.

Week:-1

Day:-2

Topic:- Dividing 2 digit numbers with remainder.

Explain the concept from p # 40, Explain in 2 digit numbers first we divide tens then units. Give time for practice.

C.W:- First 4 questions from Exercise 1 P # 40.

Week:-1

Day:-3

Topic:- Dividing 2 digit numbers with remainder.

Explain 1 question then call students one by one to solve questions on the board.

C.W:- Question 5, 6, 7 and 8 from Ex 1 P # 40.

H.W:- Question 9, 10, 11 and 12 from Ex 1 P # 40.

Week:-1

Day:-4

Topic:- Dividing 3 digit numbers with remainder.

Explain the concept from p # 41, Explain in 3 digits first we divide hundred then tens and at last units. Give time for practice.

C.W:- First 2 questions from Ex 1 P # 41

Week:-1

Day:-5

Topic:- Dividing 3 digit numbers with remainder.

Follow the same procedure as used in Previous day with different numbers.

C.W:- Question 3 and 4 from Ex 1 p#41

H.W:- Question 5 and 6 from Ex 1 p#41.

Week:-1

Day:-6

Follow the same procedure as used in previous day.

C.W Question 7 and 8 from Ex 1. p#41

Week:-2

Day:-1

Call students one by one to solve given question on the board.

C.W:- Question 9, 10 and 11 from Ex 1, P#41.

H.W:- Question 12 and 13 from Ex 1, P#41.

Week:-2

Day:-2

Topic:- Word problems with division.

Explain the concept from P#42.

C.W:- Question 1 and 2 from Ex 1, P#42.

Week:-2

Day:-3

Topic:- Word problems with division.

Follow the same procedure for explanation of question 3, 4, 5 and 6.

C.W:- Question 3 and 4 from Ex 1, P#42.

H.W:- Question 5 and 6 from Ex 1, P#42



Week 2  
Day 4

C.W: Do the practise of division topic on board and copies.

H.W: Assessment of P # 39, 40, 41 and 42.

Week 2  
Day 5

Assessment.

Week 2

Day 6

Topic: Addition of fraction.

Activity: - First teacher explain the concept from P # 00.  
→ Teacher will give some cut outs to each group and ask them to add these and write their answers on the board.

C.W: - Question 1, 2 and 3 from Ex 1, P # 43.

H.W: - Question 4, 5 and 6 from Ex 1, P # 43.

Week 3

Day 1

Topic: Addition of fraction.

Follow the same procedure as used in previous day.

C.W: Question 7, 8, 9 and 10 from Ex 1, P # 43

Week 3

Day 2

Topic: Subtraction of fraction.

Activity: - First teacher will explain the concept from P # 0033.  
→ Teacher will give some cut outs to each group and ask them to subtract these and write their answers on board.

C.W:- Question 1, 2, 3 and 4 from Ex 1, P# 44.

H.W:- Question 5, 6, 7 and 8 from Ex 1, P# 44.

Week: 3

Day: 3

C.W Do the practise of Addition and subtraction of fraction. (in copies + board)

H.W:- Assessment of p# 43 and 44.

Week:- 3

Day:- 4

Assessment

Week:- 3

Day:- 5

Topic:- Money. Pakistani currency.

Material:- Charts of Pakistani currency to class.

Activity:- Show the Pakistani currency to class. as given on p# 45 and 46, ask from them different question about them and also explain these. Then teacher will explain the example given on p# 47.

Make groups. give them charts with different amount like

G <sub>1</sub> - Rs 455	→ 4 notes of 100
G <sub>2</sub> - Rs 3052	5 notes of 10
G <sub>3</sub> - Rs 634	1 note of 5
G <sub>4</sub> - Rs 9116	

and ask them to write what notes and coins will you use to pay for following.

H.W:- Give any 2 question for Home work. as given above.



Week:- 3

Day:- 6

Topic:- Money ✓

Material:- Copies, pencils, erasers.

Activity:- written work.

Ask some questions about previous knowledge.

C.W:- First 4 questions from Ex 1 p#47.

Week:- 4

Day:- 1

Topic:- Money ✓

Activity:- Teacher will explain Question #1 then give the time for practise and take a round to check them.

C.W:- Question # 1 and 2 from Ex 1 p#49.

H.W:- Question # 3 and 4 from Ex 1 p#49.

Week:- 4

Day:- 2

Topic:- Addition of money. ✓

Activity:- Teacher will read or write the Question #1 on board and solve this question with the help of student. Ask students to solve Q#2,3 similarly.

C.W:- Question # 1, 2 and 3 from Ex 1, p#50.

Week:- 4

Day:- 3

Topic:- Subtraction of money. ✓

First Teacher will explain the question #6 then <sup>call and</sup> ask students to solve question #7,8 on board.

C.W:- Question # 6, 7, 8 from Ex 1 p#50 (in copies)

H.W:- Question # 4, 5 from Ex 1 p#50.

Week:-4

Day:-4

C.W:- Do the practise of money topic in copies.

H.W:- Assessment of P#47,48,49,50

Week:-4

Day:-5

C.W:- Assessment.

H.W:- Bring Rulers.

Week:-4

Day:-6

Topic: Measurement (in cm)

Activity:-

Teacher will explain the topic from P#51.

Then ~~the~~ make groups and give them charts. with different pictures pasted on it like given on P#51

Ask them to measure and record their finding in front of them.

C.W:- Find the length of your Pencil, book, colour box etc

H.W:- 4 questions from P#51.

Week:-5

Day:-1

Topic:- Measure in metre (m)

Explain the topic from P#52. then Ask orally different

Questions like  $5\text{m} = \text{--- cm}$  or  $600\text{cm} = \text{--- m}$  so on

C.W:- First 5 questions from Ex 1 P#52.



Week:-5

Day:-2

Topic:- Adding metres and centimetres.

Explain the concept from p#52 then give some question on board for practise.

C.W:- Question # 1, 2 and 3 from p#53 Exercise #1.  
H.W:- Question # 4, 5 and 6 from p#53 Exercise #1.

Week:-5

Day:-3

Topic:- Find (m) and (cm) from centimetres.

Explain the concept from p#53.  
Give time for practise.

C.W:- Question # 1, 2 and 3 from Ex 2 p#53

Week:-5

Day:-4

Follow the same procedure as used in previous day.

C.W:- Question # 4, 5 and 6 from Ex 2 p#53.

H.W:- Any 3 questions from p#53.

Week:-5

Day:-5

Topic:- Adding and subtracting m and cm.

Explain the concept from p#54 then call students to solve questions on board.

C.W:- Question # 1, 2 from p#54

Week:- 5

Day:- 6

Topic:- Adding and subtracting m and cm.

Follow the same procedure as used in previous day.

C.W:- Question #4 and 5 from p#54.

H.W:- Question #3 from p#54.

Week:- 6

Day:- 1

C.W:- Do the practise of measurement in copies

H.W:- Assessment of p# 51, 52, 53 and 54.

Week:- 6

Day:- 2

Assessment.

Week:- 6

Day:- 3

Topic:- Capacity

Explain the concept from p# 55. then ask from students

1st orally

1 litre = — ml

2 litres = — ml

9 litres = — ml and so on.

C.W:- How many ml are there in? (in copies)

litre

millilitre

2 L

2000 ml

6 L

8 L

3 L

5 L

1 L

H.W:- Give same question like given above.

8



Week:- 6

Day:- 4

Topic:- Capacity

2

Activity:-

Write a question on the board like 4l 350ml  
now ask we will change these litres and millilitres in millilitres  
→ first we will see  $4l = \underline{\hspace{2cm}}?$  millilitres.  
 $4l = 4000ml.$

→ Now we will add the 350 ml in 4000 ml.

$$\begin{array}{r} + 4000 \\ + 350 \\ \hline 4350 \end{array}$$

Explain some more examples like this.

CW:- Question # 1 from Exercise 1 p # 55.

Week:- 6

Day:- 5

Topic:- Capacity.

Explain the concept then give time for practice.

CW:- First Question from Ex 2, p # 55.

Hw:- First Question from Ex 2, p # 55.

Week:- 6

Day:- 6

Topic:- Addition and subtraction of litres and millilitres.

Explain the concept from p # 56. then give time for practice.

CW:- Question # 1, 2 and 3 from p # 56

Hw:- None.

Week:-7.

Day:-1

Follow the same procedure as used in previous day

Cw:- Question # 4 and 5 from P #56.

Hw:- Assessment of P# 55 and 56.

Next:-7

Day:-2

Assessment.

Week:-7

Day:-3

Topic:- Mass

Explain the concept from P#57. Then write some questions from P#57 on board and call students to solve them.

Cw:- First 4 parts from question 1, Ex 1, and P#57.

Hw:- Remaining 3 parts from question 1, Ex 1 and P#57.

Week:-7

Day:-4

Follow the same procedure as used in previous day

Cw:- First 3 parts from question 2, Ex 1, P#58.

Week:-7

Day:-5

Follow the same procedure as used in previous day.

Cw:- Remaining 3 parts from P#58.

Hw:- Give away 4 parts from P#57, 58.



Week:-7

Day:-6

Topic:- Addition and subtraction of kg and g.

Explain the concept; Give time for practice.

C.W:- Question #1, 2 from p#59.

Week:-8

Day:-1

Follow the same procedure as used in previous day.

C.W:- Question #3, 4 from p#59.

H.W:- Do the practice of C.W.

Week:-8

Day:-2

C.W Do the practice of P # 57, 58 and 59.  
(in copies)

H.W:- Assessment of p#57, 58, 59.

Week:-8

Day:-3

Assessment.

Week:-8

Day:-4

Topic:- Table 6

Activity:- Choral drill of table 2 to 5 in groups.  
→ Now explain the table of 6 from p#0034.

C.W:- Write column 2 and 3 on board from p#0035

and ask students to copy and complete them.

Help the students in completing the table (in copies).

H.W:- write and learn the table of 6. 11

Week: 8

Day: -5

Topic: - Table 7

Activity: - Choral drill of table 6 in groups.

→ Now explain the table of 7 from p# 0036

c.w: - Write column 2 and 3 on board from p# 0036  
and ask students to copy and complete them.

Help the students in completing the table (in copies)

H.w: - Assessment of table of 6 and 7.

Week: 8

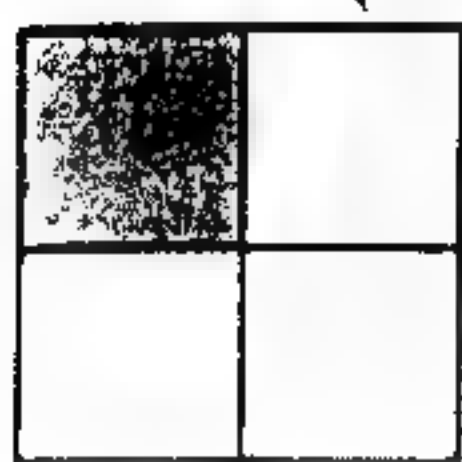
Day: -6

Assessment.



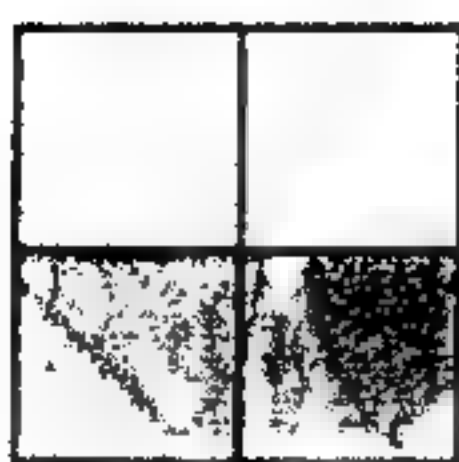
# Adding like fractions

It's easy to add like fractions:



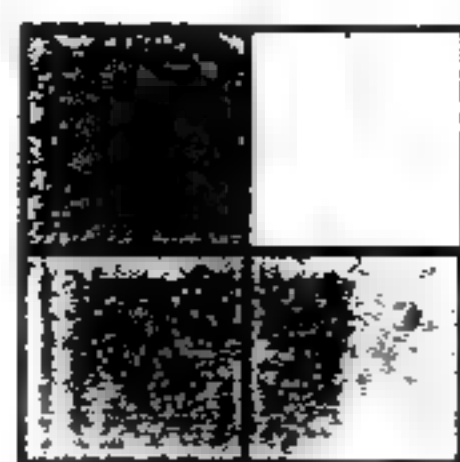
$$\frac{1}{4}$$

+



$$\frac{2}{4}$$

=



$$\frac{3}{4}$$



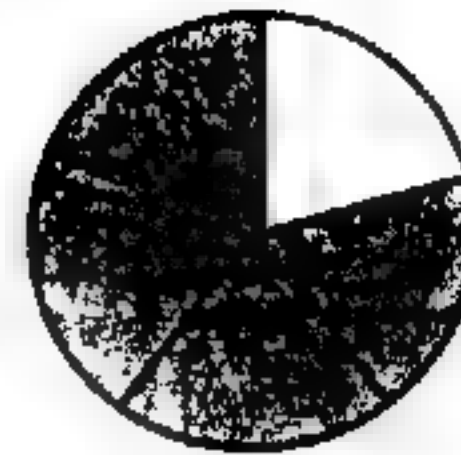
$$\frac{2}{5}$$

+



$$\frac{2}{5}$$

=



$$\frac{4}{5}$$



When you add like fractions, add only the numerators.  
The denominator stays the same!

**A** Now add these:

$$\frac{2}{8} + \frac{5}{8} = \boxed{\frac{7}{8}}$$

$$\frac{4}{7} + \frac{2}{7} = \boxed{\phantom{\frac{6}{7}}}$$

$$\frac{1}{9} + \frac{7}{9} = \boxed{\phantom{\frac{8}{9}}}$$

$$\frac{3}{6} + \frac{1}{6} = \boxed{\phantom{\frac{4}{6}}}$$

$$\frac{3}{5} + \frac{1}{5} = \boxed{\phantom{\frac{4}{5}}}$$

$$\frac{1}{3} + \frac{1}{3} = \boxed{\phantom{\frac{2}{3}}}$$

$$\frac{3}{8} + \frac{4}{8} = \boxed{\phantom{\frac{7}{8}}}$$

$$\frac{4}{9} + \frac{2}{9} = \boxed{\phantom{\frac{6}{9}}}$$

$$\frac{3}{10} + \frac{6}{10} = \boxed{\phantom{\frac{9}{10}}}$$

$$\frac{2}{4} + \frac{1}{4} = \boxed{\phantom{\frac{3}{4}}}$$

$$\frac{2}{6} + \frac{3}{6} = \boxed{\phantom{\frac{5}{6}}}$$

$$\frac{6}{10} + \frac{2}{10} = \boxed{\phantom{\frac{8}{10}}}$$

**B** Now try these longer sums:

$$\frac{1}{8} + \frac{3}{8} + \frac{4}{8} = \boxed{\phantom{\frac{8}{8}}}$$

$$\frac{3}{9} + \frac{2}{9} + \frac{2}{9} = \boxed{\phantom{\frac{7}{9}}}$$

$$\frac{1}{7} + \frac{3}{7} + \frac{2}{7} = \boxed{\phantom{\frac{6}{7}}}$$

$$\frac{5}{10} + \frac{2}{10} + \frac{1}{10} = \boxed{\phantom{\frac{8}{10}}}$$

$$\frac{2}{8} + \frac{3}{8} + \frac{2}{8} = \boxed{\phantom{\frac{7}{8}}}$$

$$\frac{4}{9} + \frac{1}{9} + \frac{2}{9} = \boxed{\phantom{\frac{7}{9}}}$$

**C** Colour squares to show the correct answer:

$$\frac{4}{8} + \frac{2}{8} = \boxed{\begin{array}{|c|c|c|c|} \hline & & & \\ \hline & & & \\ \hline \end{array}}$$

$$\frac{8}{10} + \frac{1}{10} = \boxed{\begin{array}{|c|c|c|c|c|} \hline & & & & \\ \hline & & & & \\ \hline \end{array}}$$

$$\frac{3}{9} + \frac{4}{9} = \boxed{\begin{array}{|c|c|c|c|} \hline & & & \\ \hline & & & \\ \hline \end{array}}$$

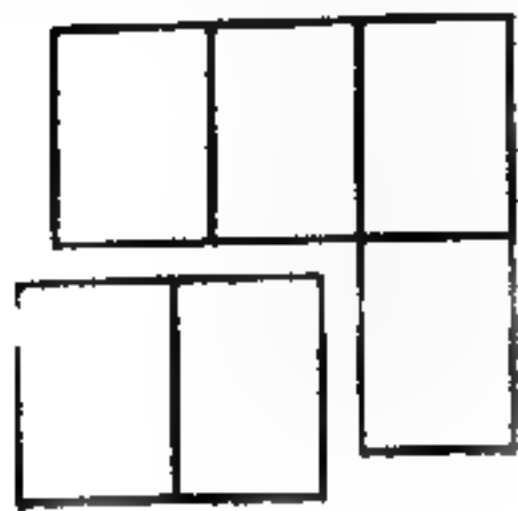
$$\frac{3}{6} + \frac{2}{6} = \boxed{\begin{array}{|c|c|c|} \hline & & \\ \hline & & \\ \hline \end{array}}$$

$$\frac{3}{8} + \frac{3}{8} = \boxed{\begin{array}{|c|c|c|c|} \hline & & & \\ \hline & & & \\ \hline \end{array}}$$

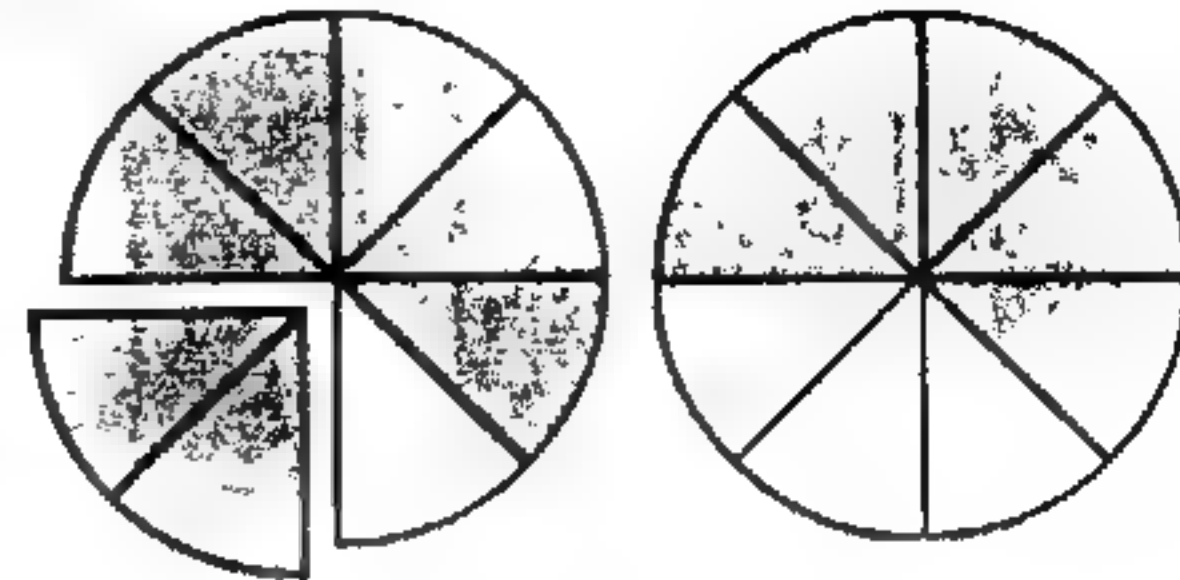
$$\frac{2}{7} + \frac{3}{7} = \boxed{\begin{array}{|c|c|c|c|} \hline & & & \\ \hline & & & \\ \hline \end{array}}$$

# Subtracting like fractions

Subtraction with like fractions is also very easy!



$$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$$



$$\frac{7}{8} - \frac{2}{8} = \frac{5}{8}$$

When you subtract with **like** fractions, subtract only the numerators. The denominator stays the same!

**A** Now complete these:

$$\frac{7}{9} - \frac{2}{9} = \boxed{\frac{5}{9}}$$

$$\frac{4}{5} - \frac{3}{5} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{8}{9} - \frac{3}{9} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{6}{7} - \frac{1}{7} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{8}{10} - \frac{2}{10} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{6}{8} - \frac{4}{8} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{4}{6} - \frac{3}{6} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{7}{10} - \frac{3}{10} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{3}{4} - \frac{2}{4} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{5}{9} - \frac{2}{9} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{9}{10} - \frac{7}{10} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

$$\frac{6}{8} - \frac{2}{8} = \boxed{\phantom{\frac{\quad}{\quad}}}$$

**B** Write  $\boxed{+}$  or  $\boxed{-}$ :

$$\frac{3}{8} \boxed{+} \frac{2}{8} = \frac{5}{8}$$

$$\frac{7}{10} \boxed{\phantom{+}} \frac{2}{10} = \frac{5}{10}$$

$$\frac{9}{10} \boxed{\phantom{+}} \frac{5}{10} = \frac{4}{10}$$

$$\frac{8}{9} \boxed{\phantom{+}} \frac{1}{9} = \frac{9}{9}$$

$$\frac{2}{7} \boxed{\phantom{+}} \frac{4}{7} = \frac{6}{7}$$

$$\frac{9}{10} \boxed{\phantom{+}} \frac{1}{10} = \frac{8}{10}$$

$$\frac{2}{8} \boxed{\phantom{+}} \frac{6}{8} = \frac{8}{8}$$

$$\frac{6}{9} \boxed{\phantom{+}} \frac{1}{9} = \frac{5}{9}$$

$$\frac{1}{5} \boxed{\phantom{+}} \frac{2}{5} = \frac{3}{5}$$

$$\frac{7}{8} \boxed{\phantom{+}} \frac{4}{8} = \frac{3}{8}$$

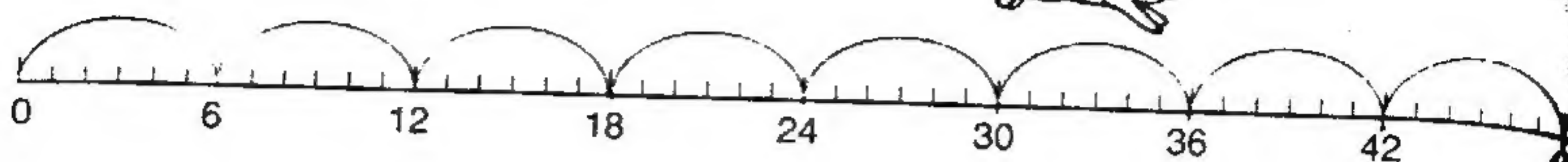
$$\frac{6}{7} \boxed{\phantom{+}} \frac{2}{7} = \frac{4}{7}$$

$$\frac{7}{8} \boxed{\phantom{+}} \frac{3}{8} = \frac{4}{8}$$



# Let's multiply: sixes

Bunny is jumping in sixes:



Count in sixes and fill in the missing numbers:

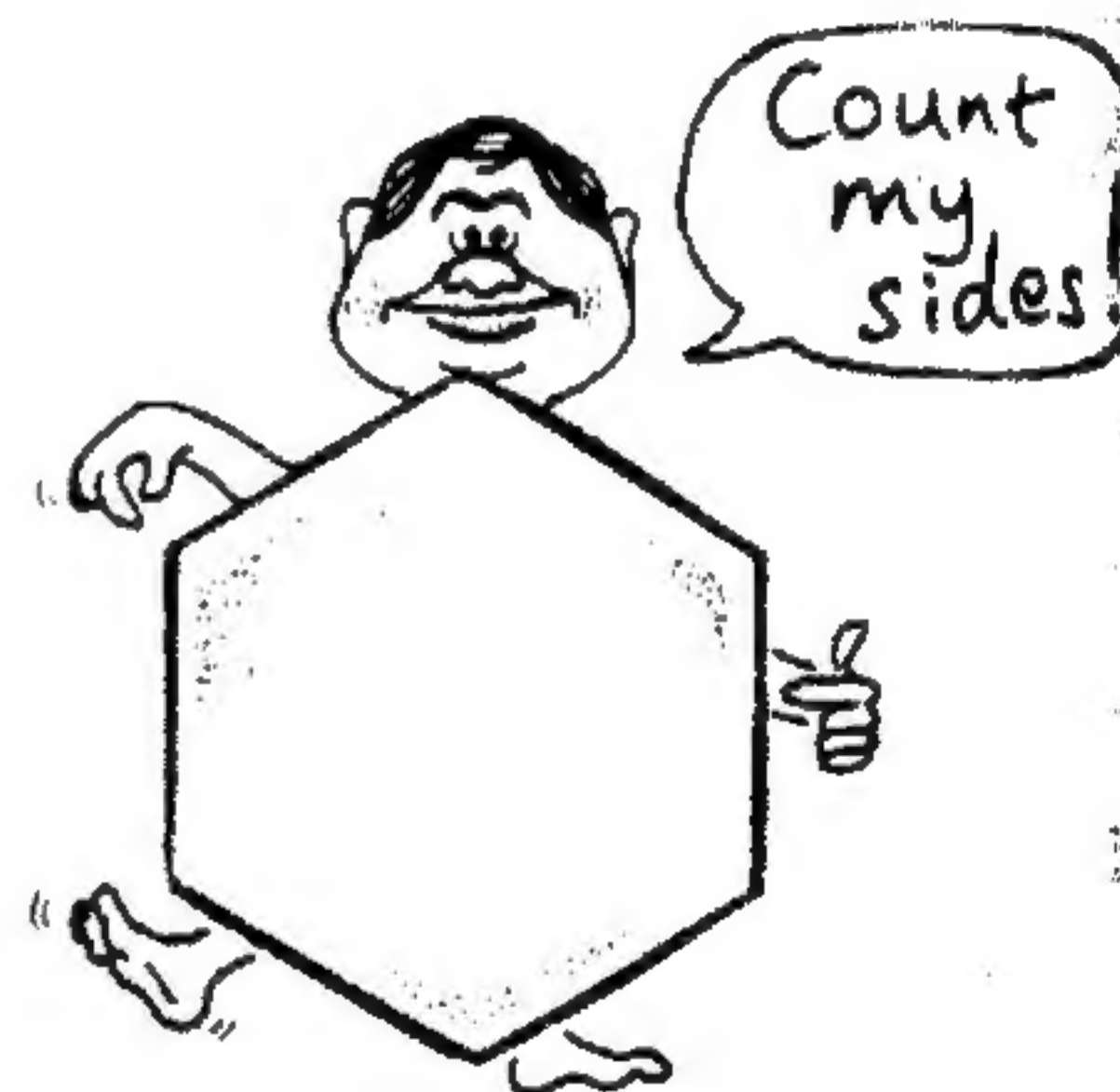
0, —, —, 18, —, —, —, 42.

12, —, —, —, 36, —, —, 54, —.

24, —, —, —, 48, —, —.

Finish colouring squares by counting in sixes:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Complete these. The hundred square will help you.

$$\begin{array}{r} \text{T U} \\ 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T U} \\ 6 \\ \times 8 \\ \hline \end{array}$$




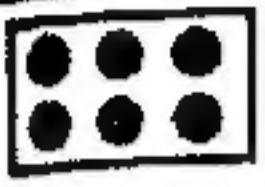
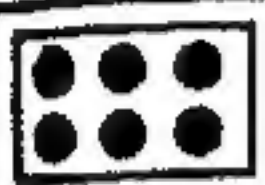
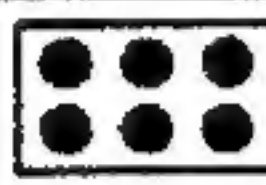
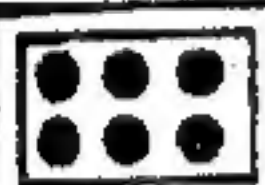

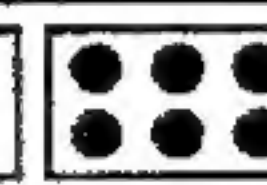

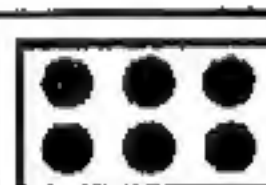
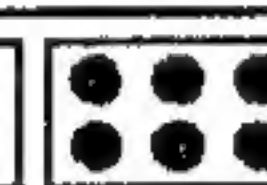
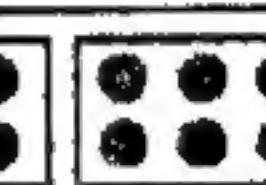


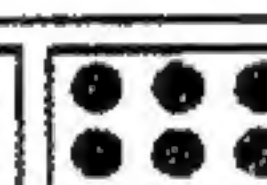
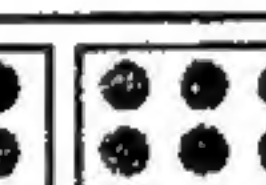
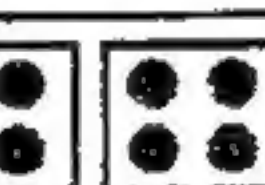


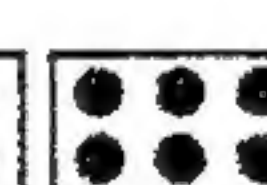
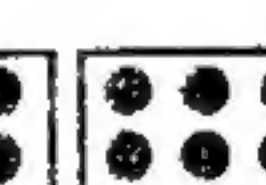



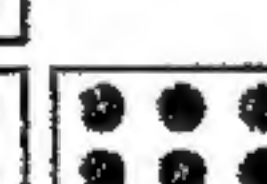












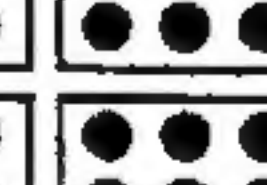

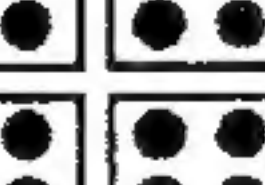





$$\begin{array}{r} \text{T U} \\ 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T U} \\ 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T U} \\ 6 \\ \times 7 \\ \hline \end{array}$$

# Let's make our 6 times table!

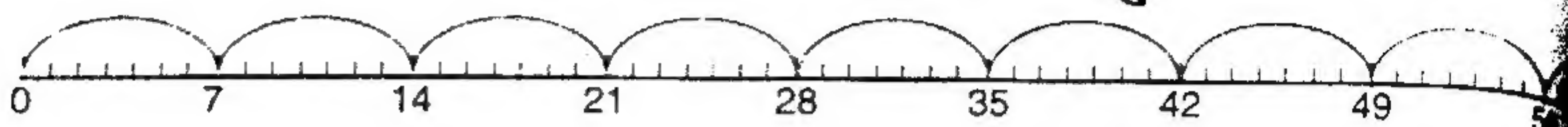
Complete the table and LEARN!

Look!  	Write, then say <sup>2</sup>	Write <sup>3</sup> 
	1 time 6 is 6	
 		$2 \times 6 = 12$
  		
   		
    	5 times 6 is	
    		
    		
  		
    		$9 \times 6 =$
    		
    		



# Let's multiply: sevens

Bunny is jumping in sevens:



Count in sevens and fill in the missing numbers:

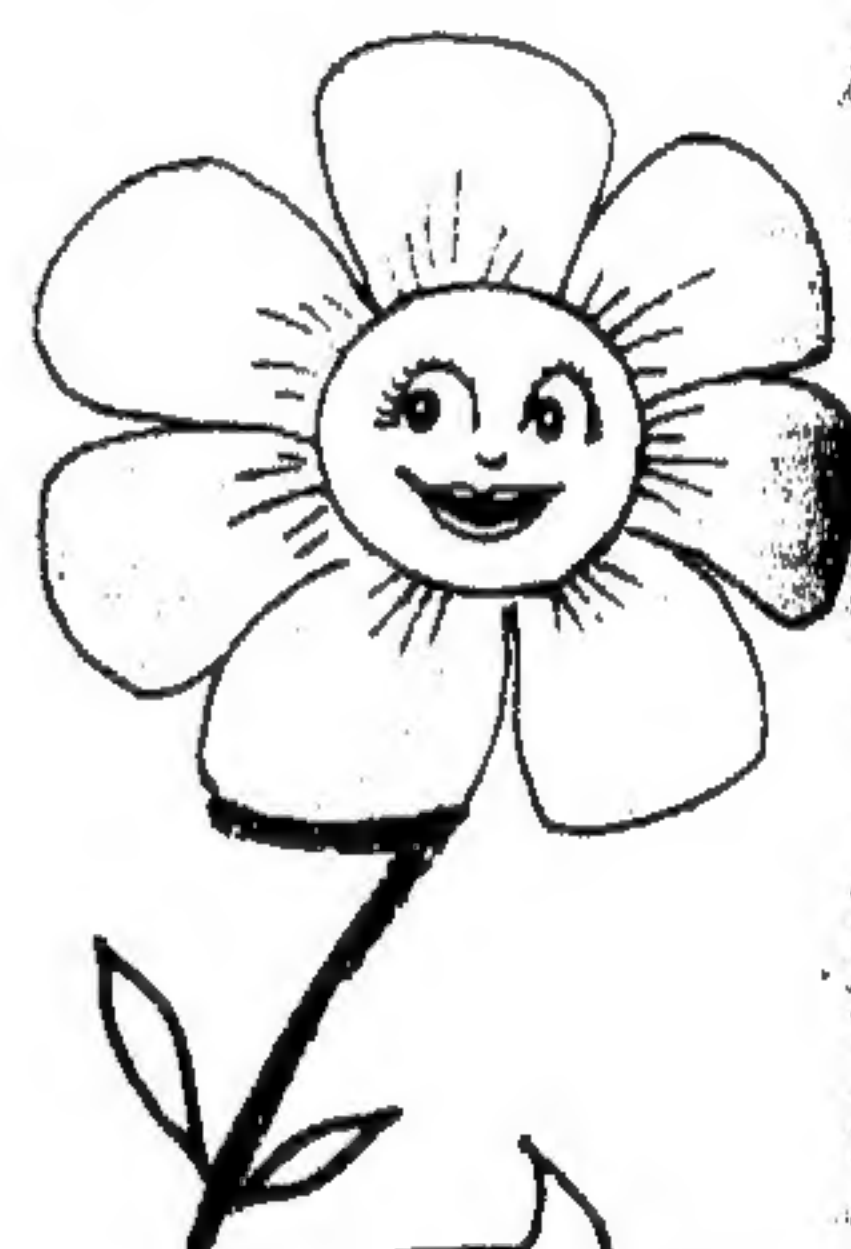
7, —, —, 28, —, —, 49.

0, —, —, —, —, 35, —, —, 56.

0, —, 14, —, —, —, 42, —, —.

Finish colouring squares by counting in sevens:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Count  
my  
petals!

Complete these, using the hundred square:

$$\begin{array}{r} T \ U \\ 7 \\ \times \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} T \ U \\ 7 \\ \times \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} T \ U \\ 7 \\ \times \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} T \ U \\ 7 \\ \times \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} T \ U \\ 7 \\ \times \ 8 \\ \hline \end{array}$$



















# Let's make our 7 times table!

Complete the table and LEARN!

Column → 1

2

3

Look!  	Write, then say	Write 
	1 time 7 is 7	
		
		$3 \times 7 = 21$
		
		
 		
 		
 		
 		
 		

P#0037